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ABSTRACT

A total of 99 students from a Toronto secondary vocational school participated in a study to determine whether students who studied retail merchandising differed significantly in comprehension and reading rate from students who did not study retail merchandising. An experimental group composed of 50 merchandising students and a control group of 49 nonmerchandising students were given a passage on merchandising content material to read silently for one minute. After reading the passage, each student completed ten multiple-choice comprehension questions. Grade level, age, sex, race, ethnic background, and scores on a reading for understanding (RFU) measure were also elicited in order to discover factors related to reading success. The findings indicated that the study of retail merchandising had no effect on reading comprehension but did affect reading rate. The students displaying the greatest success in reading were older students in higher grades, females, whites, nonethnics, and those with high RFU scores. (An appendix contains copies of the reading tests and guidelines for the conduct of research in Toronto schools.) (FL)

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THE RELATIONSHIP BETWEEN RETAIL MERCHANDISING IN THE CONTENT AREA AND ITS EFFECT ON COMPREHENSION AND READING RATE AS MEASURED BY RETAIL MERCHANDISING READING TESTS GIVEN TO SELECTED SECONDARY SCHOOL STUDENTS IN METROPOLITAN TORONTO

Jane Best

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Submitted in partial fulfillment
of the requirements for the
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TABLE OF CONTENTS

I	INTRODUCTION	1
	Statement of the Problem	1
	Null Hypothesis	1
	Other Variables	1
	Definitions of Other Variables	2
	The Need for the Study	3
	Preparation of the Subjects	3
	Definition of Terms	3
	Retail Merchandising	3
	Comprehension	4
	Reading Rate	4
	Review of the Literature	4
II	METHOD	7
	Description of the Subjects	7
	Description of the Instruments	8
	Computer Program Utilized	8
	Retail Merchandising Reading Tests and Comprehension Questions	8
	Research Design	8
	Procedure	9
III	RESULTS	12
IV	DISCUSSION	13
V	CONCLUSION	18
VI	TABLES	19
	Table 1 Race (White vs Non-White)	19
	Table 2 Ethnic Population	19
	Table 3 Population in Study by Group and Year in School	19
VII	BIBLIOGRAPHY	20
VIII	APPENDIX	
	Statistical Package for the Social Sciences Programs for Computer Analysis and Results	
	Merchandising Reading Tests 1 and 2	24
	Regulations for Research in the Schools	36
	Permission Letter to Conduct the Study	37

I INTRODUCTION

Reading comprehension and rate in the content has been a challenging problem for many subject teachers at the secondary school level, and until recent years there have been very few constructive theories or practical remedies developed to solve it. As a basis, there should be a clear understanding of how important the relationship between reading and reading the content is, and how many other factors come into play in the overall process of reading comprehension and rate.

Statement of the Problem

There are two aspects to the problem being investigated. The first is to determine if the study of retail merchandising in the content area increases the comprehension and reading rate scores of vocational school students, compared to those who have not taken the course. The second purpose is to discover factors leading to success in comprehension and reading rate in the content area of retail merchandising. The subjects were selected students in a vocational secondary school in Metropolitan Toronto.

Null Hypothesis

There will be no difference in comprehension and reading rate by students who study retail merchandising in the content area and those who do not study retail merchandising.

The independent variable is the study of retail merchandising and the dependent variables are comprehension and reading rate.

Other Variables

Other variables being assesses are sex, race, age, RFU score, merchandising effort and achievement, English effort and achievement,

days absent in merchandising, and year in school. Race and ethnic populations were assessed as described in the definitions which follow.

Definitions of Other Variables

Race referred to students from Trinidad, Jamaica, India, Korea and Canadian Indians. The classification for experimental purposes is non-white, which is statistically compared to white. Table 1, p. 14.

Ethnic refers to those students who were born outside Canada and who received some education elsewhere; and all those included in the race variable, with the exception of the one Canadian Indian. Table 2, p. 14.

Effort and achievement in merchandising and English have the same explanation. There are grades given by the subject teachers for the year's work, based on effort from A through E, A being the best, and E being the worst, with a passing mark of C. Included with this grade is an achievement mark of 1 through 5, with 1 being the best, 5 being the worst and 3 being the passing mark. The choices are:

A	1
B	2
C	3
D	4
E	5

This would result in a possible 25 different permutations and combinations of marks available for any one subject.

RFU scores refers to Reading for Understanding, a test for grade level placement which accompanies the SRA Kit used in remedial reading classes. This test is administered by the teachers in the academic department to provide the English teachers with an instructional level. Standardized tests were not administered because there were no local norms available.

The Need for the Study

Students in remedial vocational education at the secondary school level must receive adequate academic background as well as a good foundation in vocational skills. The academic department in the school selected for this current study had developed the aspiration of cross-referencing content material from the technical department to reinforce learning of English which the students hear and use in their practical work. In the history of the school, this cross-referencing had not previously been attempted. Both students and staff members were therefore interested in participating in the study.

Preparation of the Subjects

It was particularly important to provide the students with an adequate frame of reference about their task since many of these students had been exposed to years of failure and had always experienced high anxiety levels on tests and examinations. Care was taken, therefore, to explain that the work to be done was an educational experiment to see if the students could read about retail merchandising better if they had taken the course.

Definition of Terms

Retail Merchandising

Retail merchandising is a course which involves the practical skills of operation of a variety of cash registers for grocery stores, variety stores, and service stations. Also, there is a school store which sells gift items to the school population.

Theoretical skills in the retail merchandising curriculum involve the concepts of calculation of sales tax, identification of taxable items, multiple pricing (2/49¢), departments in a grocery store and display of merchandise.

Notebooks were compiled by each retail merchandising student. Content material included operation of the school store; sales tax collection and remittance; display; cost price; mark-up and selling price; store security; and daily operational duties of a variety store. The level of English composition in these blackboard copied notes matched the verbal description used on a daily basis in class to discuss the topics concerned. The content material of the retail merchandising passages in this current experiment were very thoroughly covered by all retail merchandising students in their notebooks during the school year prior to the administration of the retail merchandising reading experiment.

Comprehension

The test passage illustrated in the Appendix p. 190 was followed by ten multiple choice questions about the content in the passage. This was known as a comprehension test, which is simply defined as a test to determine how much the subject understands of what he reads. The score achieved is known as the comprehension score which is an index (usually numerical) of the degree to which a pupil manifests understanding of material read by his test performance.

Reading Rate

Reading rate is the speed of reading, usually measured in number of words recognized and comprehended per minute. In this experiment, the measure was of silent reading rate.

Review of the Literature

Research studies in the content area have varying results. Williams (1975) studied the relationship between reading skills and other personal variables and achievement in science and social studies. Reading comprehension was significant at the .01 level for both science and social studies but the remaining variables of sex, reading interest in science, race, grade level

and interaction of sex and race did not account for any variance of achievement in science. Grade level was found to be the most significant predictor of achievement in social studies. Connors (1971) designed an American History Reading Test, the results of which were found to correlate higher with history achievement than did scores on the standardized tests employed. Nicholaw (1969) selected readings from the subject areas of literature, science, and social studies and provided significant results in comprehension rate, comprehension accuracy, flexibility range and flexibility scores. Siebernman (1973), however, found that there were no significant differences between overall grade averages for students enrolled in remedial reading classes and those taking only English. Deshields (1974) also found there were no siginificant differences between standardized test comprehension results and subtests in the content areas of science, social studies and other selected academic fields. The foregoing studies attempt to discover relationships between reading comprehension and achievement in the content areas or in content area comprehension tests. The multivariate study of Williams (1975) was the best study because of accounting for many other factors involved in reading and achievement.

Other multivariate analyses include the work of Jantz (1971) who studied sixth grade sex, race, IQ, socio-aconomic status and reading achievement but found only SES and reading achievement had a statistically relationship.

There has been increased interest in immigrant academic success and and assimilation into the standards of the school system. Ethnic and second language research has, therefore, resulted, and a further development have been studies of a socio-ethnic nature which have included non-white populations such as Negro and Oriental. Holick (1975) selected bilinguals (Czech American) and monolinguals; and then compared factors of

sex, chronological age, grade level, reading vocabulary scores, reading comprehension scores, total reading scores, socio-economic status and intelligence scores. A multiple discriminate analysis revealed significant differences in sex, grade level and all reading variables. Another multivariate analysis of factors related to reading achievement was conducted by Staebler (1972). The combination of factors of socio-ethnic, budgetary; salary, staffing (class size), tax, IQ, Negro and Oriental (minority), and Spanish surname students were analyzed. Conclusions of most value to the present research study were: percentage of Spanish surname students ranked more significantly than total percentage of minority on the third grade criterion; and conversely, total percentage of minority ranked more significantly than Spanish surname on the sixth grade criterion. This ethnic factor has also been investigated in the study of a second language. Lee (1972) suggested that reading comprehension which can precede oral competency and structure of the foreign language is matched with native language. Thus, decoding and encoding became part of the comprehension process of some students in the present study.

The variables of sex and age provide significant relationships in research by Perelle (1974). Auditory stimuli are attended at a significantly greater rate before puberty which is earlier for girls than boys; and the cross-over period between auditory and visual response occurs at puberty. Another valuable finding was that as reading level increased, attention shifted to the visual mode. These results have implications in the current study where students have below average reading levels and the first year boys are located in the proximity of the cross-over period.

Reading rate analyzed in this current work has also been investigated by Davis (1962) who stated that measurement of rate of work in reading for various purposes poses many difficult problems; and the number of words per minute is a

meaningless score which must be associated with a score indicating the extent of comprehension that has been attained. Strader (1975) agrees with these findings in her study which indicated a positive and significant relationship between silent reading rate and comprehension below approximately 55 words per minute.

The multivariate analyses most resembles the present work, because there are many variables related to reading comprehension and reading rate. Sex, year in school, race, ethnic group and age are variables in the literature reviewed, as well as being part of the present study.

II METHOD

Description of Subjects

The 99 subjects were chosen by cluster sampling from a vocational secondary school in Metropolitan Toronto. Two first year merchandising classes, consisting of 13 and 10 students respectively, were part of the experimental group. One second year merchandising class of 7 students; and three third year merchandising classes of 6, 7 and 7 students comprised the remainder of the experimental group. Cluster sampling, by definition, thus meant that all elements of a cluster are included in the sample and the clusters are usually selected randomly from the larger population of clusters.

Matching groups of non-merchandising classes were chosen based on whether the class teacher was willing to have his class participate in the experiment. The control group consisted of two first year classes of 12 and 8 students; one second year class of 5 students; and three third year classes of 7, 6, and 11 students respectively. These students were chosen by cluster sampling to be the control group. The entire class was used in all cases.

The total number in the experimental group was 50 and the total number in the control group was 49. See Table 3, p. 14, for an analysis of the population

numbers in the study.

Description of Instruments

Computer Program Utilized

The SPSS, Statistical Package for the Social Sciences, was used. The project is located at the National Opinion Research Center at the University of Chicago, but it was developed at Stanford University in 1965. Printouts of the programs used are in the Appendix p. 17, and statistical analyses are on p. 55 in the Appendix.

Retail Merchandising Reading Tests and Comprehension Questions

There were two examiner-composed passages with a set of 10 multiple choice comprehension questions with five parts each, for each passage. Copies of these tests are located in the Appendix, p. 190. The theme of the first passage was cashiering in retail merchandising and the theme for the second passage was operation of a store.

Research Design

Random sampling is the process by which a sample is selected in such a way that the selection of one member of the population in no way affects the probability of selection of any other member. Matched pairs in the control and experimental group of subjects are the result. In this experiment, the selection of groups of elements called clusters were made. All elements of the cluster were included in the sample. The students who attend this vocational school in the study are especially selected and they are homogeneous in many respects. The entire classes for all students in the experimental and in the control groups were selected. The study is of experimental design, and more specifically, post-test-only experimental design. See Table 3, p. 14.

Computer runs produced analyses for the measurement of difference in averages between two groups (the F-test and the T-test); and cross tabulations to measure the association between variables were done.

Procedure

The experiment consisted of the administration of a passage on merchandising content material in which each student was to read silently for one minute and mark on the test paper the place where he stopped after this time limit. Following the continued reading of the test, each student had ten multiple choice comprehension questions with five parts each, from which to choose the correct response. Answers were recorded on the answer sheet provided at the end of the question section. One half hour was allotted for the silent reading and the comprehension answers. The student was then to write his or her name above a dotted line on the top of the first page of the passage, and also below a dotted line at the bottom of the last page answer sheet. The students were then assigned a number and the names were removed from their papers after the other variables were matched with the scores obtained. This procedure was in compliance with the school board regulations for experiments of this nature. The Appendix p. 203, contains the regulations and a letter of permission to conduct the reasearch study, p. 204.

A second test passage was administered to produce comparative results for the study and to reduce the contamination effect produced by administering the experiment by different staff members in different locations in the school. A discussion with the school principal resulted in not using one central location for the experiment, and bringing both the control and experimental groups together at the same time. Earlier mass testing in the school had resulted in poor behavior on the part of the students; and also inadequate test

scores which were not representative of their real abilities.

Finally, OSR (Ontario Student Record) files were the source of all other information required as variables. Data was then keypunched on 99 computer cards for statistical analyses.

The following computer runs were made with the purposes indicated:

1. Data Preparation. A data description for each variable in the study was done and histograms were produced to represent the data graphically.

2. Data Cards Printout. To determine if the data cards were complete and accurate, a printout of their contents was compared with the original source documents (the OSR files and the experimental results.)

3. Measurement of differences in averages between two groups, statistically, was done by the F-test and the T-test.

(a) A comparison was made between students who took retail merchandising and those who did not take retail merchandising and their respective scores in comprehension and reading rates on tests one and two.

(b) Another comparison was made between students in year one in school and year three in school and their respective scores on comprehension and reading rate.

(c) Then, boys and girls were compared on results in comprehension and reading rate.

(d) A comparison of RFU scores for ethnic and non-ethnic groups was then analyzed.

(e) Also, there was a comparison done between control and experimental groups for each of the three years in school and their respective sources on comprehension and reading rates on tests one and two.

(f) Finally, there was a comparison between ethnic and non-ethnic students and their respective comprehension and reading rate scores on tests one and two.

4. Cross tabulations in statistics are known as contingency tables which are a measure of association between variables determined by counting the frequencies of their occurrence. The computer program utilized has the facility to collapse which means that cells (the rows and columns in the table) which are empty, can be reduced to improve the statistical properties of the results. This act must be performed in cases such as this experiment where the sample size is too small to give sufficient data to make the results significant.

(a) Cross tabulation was done on the year in school and the comprehension and reading rate results on tests one and two.

(b) Similarly, the age of the students was cross tabulated with comprehension and reading rate results on tests one and two.

(c) An uncollapsed contingency table for (b) was also produced, for comparison with (b).

(d) Cross tabulation was done for experimental results on test one and test two for comprehension and reading rate; and the RFU socres.

(e) An uncollapsed cross tabulation was produced as in (d), but the reading rates were omitted.

(f) Year in school and whether the students were white or non-white were cross tabulated with comprehension and reading rate on tests one and two.

(g) Age and white/non-white were cross tabulated with comprehension and reading rate on tests one and two.

(h) A cross tabulation was then done between the RFU scores and the ethnic group.

(i) Also, a cross tabulation was done on the year in school and the ethnic groups in the comprehension and reading rate results on tests one and two.

(j) Finally, a cross tabulation was done on the age of the student, ethnic/non-ethnic and comprehension and reading rate results on tests one and two.

III RESULTS

At $p < .01$, comprehension results on tests one and two were significant in three common areas: the RFU scores obtained by testing all remedial English classes with the SRA Kit; year in school (general), one, two, and three; and the year in school for white students. The higher the RFU scores, the better the comprehension results; the higher the year in school, the more significant the comprehension results; and overall, white students, higher in year in school have more significant comprehension results.

On test one only, the age of white students gave significant results; and year in school for the non-ethnic group was significant for comprehension.

On test two only, year in school for the non-ethnic group; year in school for the non-white group; age (general); and ethnic/non-ethnic comparisons showed statistically significant results for comprehension.

Rate of reading for one minute on tests one and two produced six significant results: the experimental and control group comparisons; year in school, one, two and three; girls versus boys; ethnic versus non-ethnic; comparisons of years one and three; and year in school (general).

Three significant results, not common to both tests, were also achieved; RFU scores for the experimental group compared to rate on test one; year in school for the non-ethnic population compared to rate for test two; and year in school (non-white) rate on test one compared to year in school (white) test two--both had significant results in rate on the respective tests.

IV DISCUSSION

Rate showed the greater number of significant comparisons on the tests given and the results obtained. In order of statistical significance there were six similarities in rate results obtained on tests one and two. This also served to validate the tests employed in the experiment.

Comparing the experimental and control groups, the experimental group was shown to profit from the study of retail merchandising, as stated in the null hypothesis. The study of retail merchandising has no effect on the comprehension and reading rate in passages on retail merchandising. Other factors relating to success in rate of reading retail merchandising were shown to be year in school, one, two, or three, where better rates were achieved by the higher years; girl versus boy, where girls read faster; ethnic versus non-ethnic, where the non-ethnic rate results were better than the ethnic results; year in school, between year one and year three; where year three scores were higher than year one; and finally comparisons between year in school (general) showed the higher the year the better the reading rate on tests one and two.

Other factors not common to both tests were the RFU scores and non-ethnic populations in year in school comparisons. Another factor related to success in reading rate was an unusual result. Test one had more statistically significant results for non-white students, but test two had more significant results for white students; the exact reversal being obtained on the two tests.

In summary, therefore, rate in reading depends on having studied the subject material, as well as being more advanced in school. There was also a better rate for girls, and for students with non-ethnic backgrounds. The higher the aptitude for reading, the better the rate; the higher the year in school, the better the rate; and finally on one test white students scored higher whereas on the other test non-white students scored higher.

Comprehension results are good if reading aptitude is good as shown in the SRA Kit RFU Tests. There were no other standardized tests of any type administered in this experiment, as might have been for comparison purposes, there might have been different results, but no norms were available in the locality. The higher the year in school, the better the results for comprehension of the reading passages in this experiment. The final comparison for both reading tests was for white versus non-white students and year in school, with comprehension results. It was shown that white students in the higher years score better results in comprehension results. Thus, RFU aptitude, year in school and whether a student is white are significant factors related to reading comprehension. The null hypotheses is rejected for this part of the experiment, since the experimental group did not score appreciably higher than the control group, as they did for rate.

Also, there were significant results obtained for test one only. Results showed that older students scored higher as well as non-ethnic students in higher grades. These are factors related to reading comprehension for test one.

Test two only resulted in higher scores for both non-ethnic and white students in higher years in school. Students whose national origin is Canadian, thus have higher scores in comprehension. The older students had better comprehension scores, also. Finally, statistically significant comparisons were made between ethnic and non ethnic students.

Comprehension, therefore, has several factors which interplay in the resulting scores of this experiment. One is the basic aptitude for reading, another is year in school, and a third is white versus non-white students where the white students in the higher years did better in results than non-white students in lower years.

Age is another factor with significant results, and also whether a student is Canadian-born affects comprehension scores. There was also an interaction between the factors of year in school and the non-ethnic and white group.

In isolation, rate and comprehension cannot be easily studied as was discovered by Strader (1975) who concluded that the effect of other variables needed to be studied. Iang (1970) also proved that there was no significant difference in improvement in history after reading skill exercises. Finally, Evans (1968) illustrated that an increase in the amount of special reading instruction does not result in significantly greater gains in reading ability.

If RFU is equated with intellingence or reading aptitude, other reascarch material can be discussed here. Pavlak (1975) found that intelligence, vocabulary and reading ability were significantly related to comprehension. The work of Berryman (1974) stated that prior reading ability was an important factor in reading skill for newspapers. This work substantiates the present evidence that higher RFU scores produce higher rate and comprehension scores. Sabatella (1970) concluded that the students in higher intellectual levels benefited more from rewritten history content than pupils in the lower intellectual levels. Basically better readers do better on content tests as was also proved in the present study. Finally, Cohn (1963) concluded that the single variable correlated most highly and consistently with the aspects of comprehension measured was verbal intelligence. These authors can be used as substantiation for the present study if RFU scores are broadened in meaning to general reading ability.

Grade level in the present study produced statistically significant results. Other authors agree with this data. Williams (1975) discovered that grade level was the most significant predictor of achievement in social studies. Perelle (1974) proved that as reading level increases, attention shifts to the visual mode and there is a greater response for silent reading

comprehension and rate tests.

Other research studied the white/non-white aspect of the present study. Williams (1975) proved that race (white) had better comprehension and Jantz (1974) discovered that whites are significantly higher than non-whites in levels and gains in performance in readi g. All these studies substantiate present findings.

Williams (1975) was in agreement with the present study that girls had better comprehension than boys. In a series of studies, sex differences favouring girls were illustrated by Bond and Dykstra (1967), Dykstra (1968), and Bond and Tinney (1969). Neale (1968) showed that speed of reading was lower for boys than girls. Gall (1969) reported that women were more verbally fluent than men. Holick (1975) discovered that females read better than males. Kolcyznski (1973) found that American boys are excelled by American girls in reading. Significant differences of .01 favoring girls were discovered by Rogers (1971), Kellmer (1966), Jantz (1974) and Stanchfield (1970).

Ethnic studies agree with the present study in results. The Inner City Education Authority (1969) published data on immigrant children in which the proportion of poor readers was double that for non-immigrants. Dilling and Farrell (1974) studies immigrants whose first language was not English; immigrants who spoke dialect; French Canadian, Indian and Eskimo populations; and children, from immigrant parents, but born in Canada. They discovered reading comprehension scores increasing from group one to group four. The second group corresponds to the dialect speaking Jamaicans in the present study. Results are comparable in statistical significance in the present study, so that the Dilling data strongly substantiates the results.

Attempts to teach in both language of origin and second language proved successful for Chapa (1975) who showed that proficiency can be developed in both languages without hindering English reading progress. This study

corresponds to the ESL (English as a Second Language) students of Dilling and Farrell, and the Jamaicans in the present study. Holick (1975) also discovered that bilinguals read as well as monolinguals.

V CONCLUSION

The study of retail merchandising has no effect on reading comprehension, but it does affect reading rate. Other factors relating to success in reading are: the older students in higher grade levels, being a girl, being white, being non-ethnic and having higher reading skill (RFU socre). Comprehension and rate dynamics were not a prime area in the present study but rather the other factors related to reading. The areas which require more time and study are the dynamics of comprehension and rate. However, in practical situations, it is useful to note that reading is a waiting game--waiting for maturation and all attempts to improve the skill, made along the way, come to fruition when maturation occurs. Research proves that more needs to be done to improve comprehension and rate but improvement naturally occurs with the process of maturation.

VI TABLES

TABLE 1 Race (White vs Non-White)

Country of Origin	Numbers
India	1
Jamaica	13
Trinidad	2
South Korea	1
Canada (Indian)	1
Canada (All others)	81

TABLE 2 Ethnic Population

Country of Origin	Numbers
India	1
Jamaica	13
Trinidad	2
South Korea	1
Israel	1
Greece	2
Italy	30
	50

TABLE 3 Population in Study by Group and Year in School

Year In School	Experimental Group	Control Group
Year 1	13 10	12 8
	Subtotal 23	Subtotal 20
Year 2	7	5
	Subtotal 7	Subtotal 5
Year 3	6 7 7	7 6 11
	Subtotal 20	Subtotal 24
	TOTAL 50	TOTAL 49

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Test 1

Cashiering in the retail merchandising business consists of a number of important duties. The amounts of each sale and the sales tax must be rung into the cash register accurately. Correct change must be given to every customer. The merchandise must then be carefully wrapped or bagged to reduce the possibility of damaging it.

Store security is also of importance at the check-out counter to ensure that there are no unnecessary losses to the proprietor. Customers often try to distract the attention of the cashier so that money and merchandise may be taken in an off-guard moment.

The change fund is the money on hand in the cash register drawer at the beginning of the business day. Each morning the date on the tape is adjusted. All transactions are recorded on the detail tape and totals are taken at the end of the day. At closing time, the cash in the drawer is counted. The change fund is subtracted from the cash on hand. If there is more cash in the till than on the detail tape, this is recorded as "cash over". It indicates that the cashier has given insufficient change or has under-rung certain sales amounts. The opposite situation may take place. There could be less cash receipts in the till than on the detail tape. The cashier may have given too much change or may have over-rung certain sales amounts. Balancing the cash is, therefore, the responsibility of a good cashier.

Many customers have charge accounts in a store. Also, certain types of credit cards may be used in different stores. There is a problem for the cashier if a dishonest customer presents a stolen card and false identification. The cashier must be careful to identify those customers who are over their credit limit as well as those who are not up-to-date in their payments. The cashier usually has a list of bad accounts beside the cash register. Also, a

telephone might be available so that a call might be made to the credit office.

The accounting records for change account customers might be inside or outside the store itself. Chargex and Master Charge systems are examples of outside accounting records. These credit systems forward all information to stores which use their systems.

1. Cashiering in retail merchandising means

(a) selling merchandise to retailers.

(b) taking the customers' payments for goods.

(c) operating the cash register.

(d) making change for the customers.

(e) none of the above.

---

2. The process of cashiering involves

(a) ringing in the amount of the sale.

(b) ringing in the amount of the sales tax.

(c) giving every customer the correct change.

(d) wrapping or bagging the merchandise.

(e) all of the above.

---

3. Losses to the proprietor are prevented by

(a) store security.

(b) customers distracting the attention of the cashier.

(c) the cashier being taken in an off-guard moment.

(d) money and merchandise being taken.

(e) none of the above.

---

4. The change fund is

(a) recorded on the detail tape.

(b) the total taken at the end of the day.

(c) the money on hand in the cash register drawer at the beginning of the business day.

(d) all the transactions.

(e) all of the above.

5. The detail tape is

(a) the tape inside the cash register which has a complete daily record.

(b) compared to the cash in the till.

(c) used in balancing the cash.

(d) a record of under-rung and over-rung sales.

(e) all of the above.

---

6. "Cash over" means

(a) there could be less cash receipts in the till than on the detail tape.

(b) the cashier has given insufficient change.

(c) the cashier has under-rung certain sales amounts.

(d) there is more cash in the drawer than on the detail tape.

(e) the cashier may have given too much change or may have under-rung certain sales amounts.

---

7. Change accounts are

(a) credit sales.

(b) credit cards.

(c) a stolen card and false identification.

(d) a list of customers who are not up-to-date in their payments.

(e) none of the above.

---

8. The cashier must be careful to identify customers who are over their credit limit by

(a) calling the credit office.

(b) a list of bad accounts beside the cash register.

(c) (a) and (b).

(d) neither (a) nor (b).

(e) none of the above.

---

9. Master Charge and Chargex

(a) are credit systems with accounting records outside the store using the system.

(b) forward all information to stores which use their system.

(c) neither (a) nor (b).

(d) (a) and (b).

(e) none of the above.

---

10. In the above paragraphs, the central theme is

(a) credit cards.

(b) cashiering duties.

(c) store security.

(d) balancing the cash.

(e) charge accounts.

ANSWER SHEET 1

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Test 2

Operation of a store requires many types of skills. Purchases are made from wholesale outlets so that low prices are paid for the merchandise. The retailer then adds to the price of the goods. This is called "mark-up". It is the amount which will be the profit if the goods are sold.

To keep the merchandise selling at a good rate, there must be promotions. Advertising is a good example of promotion. Store window signs, newspaper and magazine advertisements, and radio and TV commercials are important methods of informing the customers about prices and merchandise. Discounts, or price reductions, also increase consumer buying. Special cheaper items are often brought into the store to attract customers.

Displaying the goods in an attractive manner helps to sell more goods. Window displays should be up-to-date, according to the season and special events. Inside the store, there must be good lighting and plenty of space for customers to move about freely. Care must be taken to prevent shoplifting, as well.

Good housekeeping is an important part of each business day. Merchandise must be neatly arranged on shelves and racks. Packing cases must be carefully stored out of sight. Pricing of new goods must be done continuously. Old signs and notices should be replaced by new information.

A successful store must have an accurate record of all operating costs such as rent, hydro and salaries. The operating costs and the merchandise costs must be more than covered by the sales on a regular basis to stay in business. It is, therefore, very important for the retailer to know how to keep down his operating costs. Market research will also prove what merchandise will sell sucessfully in certain neighborhoods.

Many businesses do not last for very long because of poor management. It is possible for a retailer to be over-stocked and to have not enough free

cash to continue daily operations. Also, his salaries paid out may be too high. A final problem might be too many discount sales.

Before deciding to own a business, it is always a good idea to have some experience working for someone else. In this way, a person can gain a wide range of work experience. It would be wise to consider the possibility of a partnership because there would be more money for a bigger business.

1. The purchases are

(a) made from wholesale outlets.

(b) priced by adding mark-up to the wholesale price of the goods.

(c) (a) and (b).

(d) neither (a) nor (b).

(e) none of the above.

---

2. Profits are made

(a) by adding mark-up to the wholesale price of the goods.

(b) if the goods are sold.

(c) neither (a) nor (b).

(d) (a) and (b).

(e) none of the above.

---

3. Advertising

(a) is a good example of promotion.

(b) informs customers about prices and merchandise.

(c) is done by store window signs, newspaper and magazine advertisements, and radio and TV commericals.

(d) keeps merchandise selling at a good rate.

(e) all or the above.

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4. Discounts

(a) are price reductions.

(b) increase customer buying.

(c) neither (a) nor (b).

(e) none of the above.

5. Displaying the goods

(a) helps to sell the goods.

(b) should be up-to-date according to the season.

(c) should be according to special events.

(d) should be done in an attractive manner.

(e) all of the above.

---

6. Good housekeeping means

(a) merchandise must be kept neatly arranged on shelves and racks.

(b) packing cases must be carefully stored out of sight.

(c) pricing of new goods must be done continuously.

(d) old signs and notices should be replaced by new information.

(e) all of the above.

---

7. Operating costs

(a) include rent, hydro and salaries.

(b) include merchandise costs.

(c) must be more than covered by the sales on a regular basis to stay in business.

(d) (a) and (b).

(e) (a) and (c).

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8. The retailer

(a) must know how to keep down his operating costs.

(b) must do market research to prove what merchandise will sell sucessfully in certain neighborhoods.

(c) must cover operating costs and merchandise costs by the sales on a regular basis to stay in business.

(d) (a), (b) and (c).

(e) (a) and (b).

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9. Poor management includes

(a) being over-stocked.

(b) not having enough cash to continue daily operations.

(c) salaries which are too high.

(d) too many discount sales.

(e) all of the above.

---

10. Before owning a business

(a) it is better to have some experience working for someone else.

(b) a person can gain a wide range of work experience.

(c) it would be wise to consider the possibility of a partner-ship.

(d) (a) and (b).

(e) (a), (b) and (c).

ANSWER SHEET 2

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GUIDELINES FOR THE CONDUCT OF RESEARCH BY EXTERNAL AGENCIES IN METROPOLITAN TORONTO SCHOOLS

Frequently permission is sought to conduct research in the schools of Metropolitan Toronto. The observance of common procedures should facilitate the processing of such requests and promote cordial working relationships. Accordingly, the following is suggested:

The researcher should approach the individual boards and solicit their interest in the topic. Each board would have the right to request modification of any proposal, and would retain independent jurisdiction with regard to acceptance or rejection of requests.

Where a study requires the participation of more than one board, the Educational Research Co-ordinator of the Metropolitan Toronto School Board will be pleased to assist in processing the request.

Formal requests for participation should be addressed to the Director or Superintendent of the board. A list of the boards is appended.

Requests should be made on prescribed forms which may be obtained from the Research Departments of the individual boards.

In addition to a general description of the study, the following conditions are essential:

(a) that the proposal have the approval of the institution or sponsoring agency;

(b) that the rights and well-being of subjects are protected;

(c) that satisfactory arrangements have been made for the feedback of results to the school system or systems in which research is conducted;

(d) that the confidentiality of information which reflects on the identifiable individual, staff member, or school is to be assured.

Manuscripts for publication in journals, books, magazines, or monographs should be discussed with the research persons of the participating boards prior to submission for publication.

The following document has been approved by the Advisory Council of Directors on February 11, 1970.

The Metropolitan Toronto Educational Research Committee
April, 1975

THE BOARD OF EDUCATION FOR
THE BOROUGH OF NORTH YORK

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July 2nd., 1976.

Mrs. Jane Fraser,
20 Pierrepont St.,
Apartment 2,
POTSDAM,
NEW YORK, U.S.A.

Dear Mrs. Fraser:

The Research & Evaluation Advisory Committee approve your request to conduct a study at Yorkdale Secondary School regarding ability to read merchandising material.

Arrangements to administer the tests and gather information from the OSR files should be made through the Principal, Mr. Garth Hunter.

Yours sincerely,

A.E. Virgin, Ed.D.,
Chairman,
Research & Evaluation Advisory Committee.

AEV/cm